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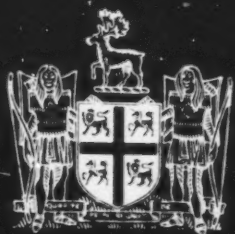
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ABSTRACT

The objectives and course content for French 3200, a secondary level course intended for the second or third year of four- and six-credit language course sequences in Newfoundland high schools, are outlined. Its primary objectives relate to the skill development in the four language skill areas (listening, speaking, reading, and writing), attitudinal development, and the acquisition of linguistic knowledge and cultural understanding. The course content focuses on major structural points: irregular verbs; imperfect; "ce qui," "ce que," "dont"; prepositions of place and "lequel/ou"; future; conditional; past simple; demonstrative pronouns; present subjunctive; and past subjunctive. A list of required and reference course materials is included, and a section outlines the philosophy of instruction within the French program of Newfoundland and Labrador. Notes on the recommended instructional methodology and methods of student evaluation are appended. (MSE)

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Course Description

French 3200

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Department Of Education

Division of Instruction

Authorized by the Minister

FRENCH 3200

COURSE DESCRIPTION

DIVISION OF INSTRUCTION

AUTHORIZED BY THE MINISTER
FEBRUARY, 1982

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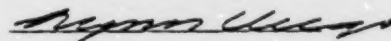
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FOREWORD

There has been a significant increase in the number and variety of courses offered in Newfoundland and Labrador high schools as a result of the reorganized program introduced last September. Course descriptions make an essential contribution to the implementation of the program by defining philosophy, objectives, and content of the courses developed for introduction during the three-year implementation period.

Developed co-operatively by the Division of Instruction, School Districts and teachers, through a network of working groups across the Province, these publications are designed to assist teachers in translating course objectives into challenging learning experiences.

I trust the course descriptions will be of value to you in planning activities which enrich learning experiences for high school students.



Lynn Verge

Minister of Education

February, 1982

INTRODUCTION

The teaching of second languages (formerly foreign languages) has always held a prominent place in the school curriculum of this province. Originally, because of its contribution to the development of mental abilities and self-discipline, the study of a modern or classical language was regarded as a necessary part of a well-rounded education; in fact, it was a requirement of matriculation and for entrance to university. Several languages were part of the general education offered to students, French and Latin being the most common. Since the early seventies, two major factors, the shift away from classical languages to the teaching of modern languages and designation of French as an official language of Canada, have combined to make French almost exclusively the focus of second-language training in Newfoundland and Labrador.

In present-day Newfoundland and Labrador, a knowledge of Canada's two official languages, English and French, is very desirable for all students. Study of a second language is, first and foremost, an enriching educational experience, long recognized for its significant contribution to the social, emotional, and intellectual development of students. In addition to its significant educational value, French, as an official language of Canada, is a subject in which all students should have the opportunity to develop skills should they desire to do so.

STATEMENT OF PURPOSE

Presently, there are three well-known types of curriculum organization in French: immersion, extended French, and regular French. The regular French program, often referred to as core French, is the most basic in terms of the instructional time allocated to it and the linguistic, attitudinal, and cultural objectives it sets out to achieve. It is also the most common type of second-language program in our schools, involving the teaching of French as a subject one period per day.

The regular French program in the schools of Newfoundland and Labrador endeavours to provide students with a basic knowledge of the second language and to have them apply their newly-developed linguistic proficiency. It also sets out to develop an awareness and an appreciation of francophone culture, with particular reference to Canada. Concisely stated, the objectives of the regular French program are as follows:¹

1. to provide students with a fundamental knowledge of its grammar, pronunciation, and idiom, an active vocabulary of 3000-5000 words, and about 100 basic sentence patterns
2. to provide students with sufficient oral competency to make themselves understood in conversations
3. to enable students to read with the aid of a dictionary, standard texts on subjects within their interests
4. to enable students to write letters and free compositions with clarity and correctness
5. to provide students with a basic knowledge and an appreciation of the culture and aspirations of French-speaking Canadians
6. to enable students to resume the study of French in later life, if the desire or need arises

¹Adapted from Teaching and Learning French as a Second Language. Ontario, Ministry of Education, 1977.

The French program, in the schools of Newfoundland and Labrador, contributes to the attainment of a range of objectives listed under Category B in the Handbook for Senior High Schools. It aids in developing students' understanding of language, and thus improves their basic skills in English. The dynamics of study, for French as well as for other disciplines, provide opportunities for students to develop good work habits and self-discipline. As well, through the unique challenge of second-language learning, students are encouraged to develop their mental resources and evolve with respect to emotional maturity and self-reliance.

The French program in particular readily lends itself to the promotion of students' tolerance of ideas, customs, and ways of thought different from their own, thereby helping them to understand and appreciate our diverse Canadian cultural heritage. Vocation and avocation are also provided for within the content of the French program; students are given an opportunity to explore careers requiring second-language competency, and are exposed to cultural activities which can contribute to the fulfillment of their leisure time.

COURSE OBJECTIVES

In the reorganized senior high school program, students who study French can opt to do a four-credit sequence or a six-credit sequence. For students taking the four-credit sequence, French 3200 would complete their French program, and would provide two third-level credits for graduation. Normally, this group of students would take French 3200 in third year. Students who opt for the six-credit sequence must do French 3200 in their second year of senior high school, and would also receive two third-level credits towards graduation.

It is important that all second-language instruction, including French 3200, strives to promote cultural understanding. The development of cultural understanding is an integral part of a successful second-language course and usually contributes significantly to the enhancement of student motivation. In French 3200, cultural instruction should provide students with an awareness of the way of life of francophones and also provide them with a societal context for application of their linguistic knowledge and skills.

Attitudinal development is closely related to cultural understanding: the second-language class should foster empathy towards francophones and an enthusiastic attitude toward learning their language. These important aspects of attitudinal development require that teachers present a broad, accurate picture of francophones and aim to have students develop some understanding of the aspirations. Teachers should also use a variety of language activities, of differing levels of difficulty, so that all students experience a feeling of success and accomplishment from time to time.

The major objectives of French 3200, then, relate to the development of skills and attitudes and the acquisition of linguistic knowledge and cultural understanding. The following list presents the objectives according to each of these headings.

I. SKILL DEVELOPMENT

1. Listening Comprehension

The student will learn:

- (a) to understand fully spoken French consisting of lexical items and structures previously met in the course
- (b) to identify and understand course content whatever the context, despite the use of unfamiliar lexical items and structures

2. Speaking

The student will learn:

- (a) to converse with others on prepared topics within the realm of common experience
- (b) to provide simple information and give simple descriptions of objects and events in non-structured situations within the realm of common experience

3. Reading

The student will learn:

- (a) to read in French, with full comprehension, passages containing familiar vocabulary and structures
- (b) to infer meaning from new unfamiliar materials, given contextual clues
- (c) with occasional recourse to a dictionary, to read standard texts which do not present stylistic difficulties

4. Writing

The student will learn to write short passages and guided compositions, using correct grammar, punctuation, and spelling.

II. ATTITUDINAL DEVELOPMENT

The student will be encouraged to develop a respect for and a tolerance of differences among people.

III. CULTURAL UNDERSTANDING

An awareness of and an appreciation for the francophone culture in Canada will be promoted.

COURSE CONTENT

In French 3200, a series of passages, describing true-to-life events or situations, are used to introduce the linguistic content of the course. Relevant vocabulary and language patterns are introduced in a controlled manner to provide students with the linguistic knowledge necessary to understand, discuss, read, and write about the topics presented in the course. The major structural points dealt with, in French 3200, are as follows:

1. irregular verbs
2. imparfait
3. ce qui, ce que, dont
4. prepositions of place and lequel/où
5. futur
6. conditionnel
7. passé simple
8. demonstrative pronouns
9. subjonctif présent
10. subjonctif passé

The sections of grammatical content in French 3200 are intended to complement the development of the skills of listening, speaking, reading, and writing. Since these sections are included first and foremost as student reference, students should understand that they are responsible for them and should be directed to consult the content of these sections, as necessary.

At regular intervals, French 3200 incorporates additional practice of grammatical points and reviews linguistic content from earlier courses. This range of grammatical exercises offers flexibility to the teacher. The teacher should plan for completion of a selection of exercises, the number and type of which should vary depending on the difficulty of the structural point under study. On those occasions when the structural content is mastered quickly, the class should skip over many of these exercises and go on to the more challenging language-use activities.

French 3200 contains a wide variety of language-use activities which require students to apply their newly-developed language skills. Again, selection is an important guideline for these activities; overall, it is more desirable to treat a limited number of items in detail as opposed to a superficial treatment of all items.

The course content of French 3200 also includes a reader to provide further opportunities for practising reading comprehension.

Both the areas of culture and reading require that the teacher introduce resource materials to complement course content. While the teaching of culture should ideally be left to the individual teacher for selection of content and appropriate timing of presentation, in some cases it may be possible to combine it with intensive and extensive reading. Many of the readers presently available for French as a second language treat cultural topics that teachers may deem appropriate for their classes.

COURSE MATERIALS

Required

Kenney, M. et al. Passeport Français 7. A L'Avenir. Toronto: D.C. Heath Canada Ltd., 1976.

Kenny, M. et al. Passeport Français. The Subjunctive. Toronto: D.C. Heath Canada Ltd., 1976.

Reference

Argue, V. et al. Devant le Micro. Toronto: Oise, 1977.

Argue, V. and Ullmann, R. Carrieres Bilingues: Sur une ligne aerienne. Toronto: Oise, 1979.

Jarvis, G.A. et al. Connaître et se connaître.

Jarvis, G.A. et al. Vivent les différences.

Kenny, M. and Euler, D. Passeport au Plaisir. Toronto: D.C. Heath Canada Ltd.

Laing, M. and Ullmann, R. Carrieres Bilingues: Le Monde des affaires. Toronto: Oise, 1981.

McConnell, G.R. et al. Échos du Québec Collection. Montréal: Aquila.

Rogers, T. Visages du Québec: Tour du Monde Francophone. Skokie, Il.: National Textbook Co., 1980.

Tremblay, R. and Kovik. Visages de la Chanson Québécoise. Montréal: Centre Éducatif et Culturel, 1980

Tremblay, R. and Major, H. Visages du Québec. Montréal: Centre Éducatif et Culturel, 1980.

Ullmann, R. et al. Gilles Vigneault, l'homme et l'oeuvre. Toronto: Oise, 1976.

Ullmann, R. et al. Visitons et explorons. Toronto: Oise, 1980.

Ullmann, R. and Balchunas, M. Le Français parlé au Canada. Toronto: Oise,
1978.

Ullmann, R. and Howard, J. Chansons et Chansonniers. Toronto: Oise,
1974.

PHILOSOPHY OF INSTRUCTION

The French program in the schools of Newfoundland and Labrador is founded on the belief that English-speaking students removed from any direct francophone influence can attain success and experience a feeling of achievement in learning French.

Learning a language is a matter of motivation, interest, and attitude, and involves the development of cultural understanding and the acquisition of skills. A successful French program requires an interested teacher who is prepared to rely on references and other sources for course content, particularly in the area of culture. The teacher's approach in second-language instruction is crucial, as students must, at once, be challenged to expand their knowledge and skills, but not overtaxed to the point of frustration or confusion. Mastery of second-language skills requires considerable practice and opportunity for use; the teacher should employ a variety of approaches in the practice of required vocabulary and language patterns in order to avoid boredom. Students should also have reasonable opportunities to apply their new language abilities in creative and imaginative ways.

French 3200 develops the second-language skills of listening, speaking, reading, and writing, with an orientation towards oral communication in common, everyday situations. French should be the language of the class because student language skills are fairly well-developed at this point and students are likely capable of meeting the challenge of classes conducted totally in French. Instructional time is too valuable and too important a factor in student progress to be expended on discussions in English. This is not to imply that English should never be used in the classroom - English can provide quick clarification of a point that might otherwise involve a lengthy, time-consuming explanation in French.

The presence of a warm, supportive atmosphere is very important to second-language learning. Classroom activities should foster a sense of accomplishment and security, and students should be encouraged to express themselves in French.

APPENDIX A

RECOMMENDED METHODOLOGY

The present methodology for skill development in second-language teaching is an adaptation of the phases that children pass through in acquiring their first language. In first-language acquisition, children go through a long phase of listening before they consciously begin to imitate the speech of adults. After a few years of practice and use, children's speech is usually sufficiently advanced to undertake development of reading and finally writing, both of which occur during the first years of schooling.

Second-language teaching should replicate the sequence of first-language skill development; however, the time span between the introduction and practice of skills should be as short as possible. In second-language teaching, it is now generally accepted that new vocabulary and language patterns should be approached as follows:

- (a) introduced aurally (with support materials)
- (b) practised as an oral exercise
- (c) reinforced by recognition reading
- (d) consolidated through written practice
- (e) applied creatively

The skills of listening, speaking, reading, and writing should be introduced and practised in the sequence outlined in order to capitalize on their interrelatedness, thereby facilitating student mastery.

The reader in French 3200 is recommended to be read mainly for comprehension. A suggested approach is to provide students with questions to guide them as they read through the story on their own. After completion of the initial reading, the questions would serve as a basis for oral discussion and written work.

EVALUATION

Evaluation should be a continuous process and should include the assessment of cognitive, skill, and affective outcomes.

Testing in French 3200 should reflect the specific objectives of the course and the amount of time devoted to each during the teaching process. Students should be given sufficient notice about administration of tests and should be informed of the content to be tested. Directions for each question type should be stated clearly, and examples provided for further clarification.

The assessment of students' proficiency in the skills of listening, reading and writing is fairly straightforward, in that it can be done by administering tests to whole classes. Oral proficiency, on the other hand, must be tested on an individual basis and is best done by means of an interview. It is recommended that teachers carry out interviews of all students in French at least twice yearly, in accordance with the guidelines for oral evaluation set down by the Department of Education.

The following is a list of some recommended testing techniques for the skills of listening comprehension, speaking, reading and writing:

Listening

1. Students hear a sentence employing one of three forms of a word listed on the students' paper. The students select the correct form.

Example: (a) viennes
(b) vienne
(c) viennent

Students hear: "Je veux que tu viennes plus tard". They circle (a) because it is the form of the word they heard.

2. Students must determine whether a sentence they hear is a question, statement, or a command.
3. Students distinguish between true/false statements. These may relate to a dialogue, be based on projectuals, or may be general statements.

4. Students answer multiple choice questions. These may be individual questions based on short passages or they may relate to aspects of projectuals.
5. Students write a dictée.

Speaking

1. Students do oral work involving mastery of specific points, i.e., pronunciation, elision, liaison, intonation.
2. Students answer short questions based on projectuals.
3. Students present a dialogue from memory.
4. Students answer relevant general questions.
5. Students give a short talk or describe a picture, prepared in advance.

Reading

1. In silent reading, students select words that have the same sounds.
2. Students select best answer to a question from three possible answers.
3. Students answer multiple choice questions on passage.
4. Students select multiple choice answers which involve correct sentence completions.
5. Students write complete answers in French, to questions based on a passage.

Writing

1. Students answer multiple choice grammatical items.
2. Given an answer, students write the question.
3. Students rewrite sentences changing tenses, pronouns, plurals, etc.
4. Students write answers to questions in French.
5. Students write a guided composition on a given situation.

For affective outcomes, the teacher can select from a variety of evaluation techniques: interviews, surveys, questionnaires, and rating scales, to name a few. A rating scale is a very useful instrument for keeping a record of relative student growth. The rating scale would ideally include a

range from above average to below average for such areas as participation, respect for others, tolerance of differences among peoples, interest in francophone culture, and an awareness of French Canada. By rating student progress in the affective areas, the teacher can maintain a record of student growth which could be inserted into the term report, if so desired.

The specific techniques recommended in this course description for skill evaluation are not all inclusive. Teachers should make use of other evaluation instruments and question types that are suitable for their purposes.